

If you have any corrections, please let me know – cegoodno@gmail.com – and I'll add them.

A. “Pedagogical” Group (combining ideas from both groups):

What worked (with the AC/College, etc.):

- Initially
 - o Carrying the whole school meetings
 - o Carrying the back to school conference
 - o Bringing anthroposophical study to colleagues

What didn't work:

- o No decision making power
- o Not enough time in meetings [1-1/2 hours per week?]
- o Getting involved with legal issues [I think this is what the notes meant]

What this body is not in charge of:

- o Accreditation
- o Evaluation of professional performance

Other ideas about the Pedagogical Group

- Reviewing the curriculum from ECC to high school and seeing if it is up to date
- This body must have a working knowledge of and vision for the whole school's curriculum and departments. Will provide recommendations to the governing body that address the impact of the current program's pedagogical impact on our children
- This body will provide recommendations based on on-going study/research into current programs, anthroposophical indications, mainstream academic study
- This body will provide recommendations that support the teachers' efforts to keep the curriculum relevant and to uphold values such as the impact of nutrition and media on the children's well being
- a to d in the AC job description are essential
 - o Study
 - o Support faculty in their study and meditative work through back to school conference
 - o Reviewing pedagogical programs, etc.
 - o Considering other pedagogical questions and issues
- Give teaching credit to teachers for participating in the pedagogical group
- Members of the pedagogical and management groups must participate in whole school meetings and study

B. “Management” Group

- What worked
 - Good effort at managing the day-to-day
 - Assigning people to committees created more balanced and complete membership
 - In early years, teacher benefits, salaries, retirement, etc. all advanced
 - Finite term of service to avoid burnout
 - Good initial advice from Torin Finser
 - Good job description
- What didn't work
 - Communication
 - LT/AC collaboration never worked
 - Too many meetings
 - Difficult to find new people
 - The job description was difficult to fulfill
 - The LT became a management team rather than a leadership team.
 - The ideal of delegation fell away
 - LT had too much work to do for people with full-time jobs
 - Teachers have not skill set for management functions
 - Need training to be on a management group
 - No actual enforcement of values or policies
 - No guidelines for expectations for success of the students and the teachers for each class.
 - Management should ensure that rubrics are agreed upon by all teachers, not just the individual teacher who wrote them
 - No protocols for writing reports or for assessing students' understanding
 - No effective chair/ leader in each of the schools
 - Not full representation (ECC/LS/HS)
 - Not enough authority to actually manage
 - Management group needs to be sure that the school (ECC/LS/HS) chairs are effective
 - Have an overview of the curriculum
 - Have an knowledge of the curriculum for each class
 - The function of management is to help people make a real contribution to the future of the school
- What was missing
 - Communication
 - Checks and balances

Committees:

Hiring Committee:

What seemed to work:

- Ads for important jobs posted in a timely way
- Legal procedures followed
- Class teachers involved in hiring class teachers, etc.
- Candidates properly observed by relevant faculty to make an informed decision
- Amy helped sub people so they could observe
- Large interviews with many involved

What didn't work:

- Telephone interviews problematic; not enough help
- Difficulty finding Waldorf trained teachers
- More reports needed [not sure what that meant]

Professional Development

What seemed to work:

- More people involved in conferences
- People paid to mentor professionally
- Successful support of teachers
- Funds from NCLB

What didn't work:

- More apprenticeship needed in classrooms
- Committee member burnout can be a problem
- More reports needed [does this mean at whole school meetings?]

Professional Oversight

What seemed to work:

- People are paid to evaluate professionally

What didn't work

- More Highland Hall teachers should be involved in classroom evaluations
- POC does not review staff. This is not universally understood
- Committee members "take major 'doo-doo.'" [I think this means that are subject to negative thoughts and words]
- The committee is difficult to staff
- Evaluation creates fear

Safety

What seemed to work:

- The committee is organized
- There are regular drills and training

What didn't work:

- Need another committee member
- Need a field manual [in case major players are not around?]
- Committee lacks authority and lacks funds: can do everything that should be done to make the campus safe
- Does the mandate include the after school care personnel [I think this is what was meant]
- Need another maintenance person

- FURTHER IDEAS ABOUT GOVERNANCE

- What is self-governance?
 - Individuals, then parts of school do the first line of work
 - Are individuals fulfilling teacher expectations?
 - Are Departments working well?
 - Accountability must be at every level
 - Verticality is necessary, with levels of responsibility
 - Someone needs to prioritize and delegate
 - Larger decisions made by a delegated person/body
 - Followership is essential to leadership
 - A group [which group?] must have the good of the entire school as its top responsibility
 - Do current committees fulfill the current needs of the school?
 - Are the functions of the groups commensurate with other duties people have?
[Does this ask if people should get credit for work on some of the groups?]
 - In many schools, teachers in management have diminished hours
- Visioning work must be done
- Early dismissal on Friday for meetings
 - Lunch at 12:00
 - Meetings from 1-3
 - High School should arrange community service or something to allow teachers to attend the meetings.
- We need more research about what other schools do
- Need an ombudsman group (grievance/liaison)
- Do we need a separate committee that is focused only on pedagogy/curriculum delivery: overseeing curriculum for presentation at each grade/delivery of the curriculum/assessment of student achievement in each level?
- Clarify and strengthen the role of chairs of ECC/LS/HS. Give authority to these chairs to allow for solution of problems on a level lower than the management group
- Management group to consist of chairs of ECC/LS/HS/chairs of mandated committees)
- We need to have leaders at all levels trained in transformational/organizational leadership. Such courses are found at Pacifica Graduate School, Cal State Long Beach, CIIS, etc
- What about a standing group for parent concerns
- If committees evaluate themselves, it is one-sided; they need feedback/dialogue from those who have worked with them.